

**2014 Annual Report to
the School Community**

Austin Hospital School

School Number: 3605



Name of School Principal:

Biserka Andrzejewski

Name of School Council President:

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

The Austin School is a P-12 School that provides specialised educational programs for children and young people who are patients of Austin Health. The School is located within the grounds of Ausitn Hospital in Heidelberg. The majority of students have a physical and/or mental health diagnosis. Mental health diagnoses may include psychiatric, emotional or behavioural concerns. Inpatients attend school on average between 5-6 weeks, whilst outpatients attend term or semester programs. Given the transient nature of the school population and the fact that most students return to their base school, the school does not assess progress against AusVELS or NAPLAN. Individual Learning Plans are formulated for the majority of students, with a focus on Literacy, Interpersonal Development and Personal Learning. The Austin School provides an educational intervention program designed to re-engage students with the learning process. An environment based on understanding, acceptance and inclusion underpins the work of the school in preparing students with social/ emotional/ special needs to re-engage with their schools and communities.

All teachers meet the registration requirements of the VIT. The school has 20 staff; this includes 2 Principal class, 17 teachers and 3 Education support staff, one of which is a Music Therapist. Of the 17 teachers, 14 are fulltime with three at point 0.9, 0.7 and 0.6. Eight of the 17 teachers have Masters in Education qualifications.

Achievement

In 2014, a total of 423 students were enrolled, with 185 (41%) males and 271(59%), females. School enrolments have increased since 318 (2009), 417 (2010) , 401(2011), 468 (2012) and 436 (2013) A slight decrease in enrolments being the case for 2014.

Given the transient nature of student enrolment, students enrolled for 10 days or more are assessed against individual learning goals in the areas of English, Interpersonal Development and Personal Learning. Data from 2014 indicates that 90% of students achieved their English goals whilst, 92% of students met their Interpersonal Development and Personal Learning goals.

Peer Observation is formally implemented as a means of improving teaching and learning practice. Evaluation of the program in 2014 indicates that staff values the process as a means of improving educational and reflective practice. Team teaching, an embedded organisational process, also supports a strong culture of transparent teaching, modelling, cooperation and crtical reflection.

The school has a focus on embedding the use of ICT to engage students in the learning process and to support learning. Surveys of staff use of ICT (including Interactive whiteboards and ipads) inidcates that their applications are useful in terms of enriching the learning process. Comaprative E Potential survey data from 2013 and 2014 inidcates improvement in staff competency in all areas – Learning and Teaching, Assessment and Reporting, Classroom Organisation, Safe and Responsible Use, Resources, ICT Professional Learning and ICT Leadership. Comaprative Data against the State for Special Schools, similarly inidcates teacher competencies to be above state means.

Engagement

to

423 Students were enrolled during 2014.

Student attendance data for 2014 indicates that whole school attendance average was 92% in comparison to 94% in 2012. Student attendance in Outpatient Programs averaged 82% as opposed to 85% in 2013.

Return to Education.....82%
Social Education.....83%
Linking Education to PD.....80%
Social Skills..... 88%
Inpatient Programs had 100% attendance.

Completion rates for Outpatient Programs have decreased in some programs in comparison to 2013, while others have remained consistent.

Return to Education867% (93% 2013)
Social Education..... 95% (95% 2013)
Social Skills..... 100% (100% 2013)
LEAP..... 91% (100% 2013)

The school continues to identify evidence based practice regarding the teaching of social competencies. This work will strengthen teachers' expertise and knowledge in the areas of teaching students with social/emotional needs.

The school is currently working with a University consultant to develop a Students'Attitude to School Survey. Initial data inidcates high levels of satisfacation with the school. Well being and engagement rated highly. However the school requires a sample of 300 students to ensure the survey instrument can be tested for validity. Given that students undertake the survey only after having been enrolled for 10+ days, there is difficulty collecting the the data within a year's time frame.

Wellbeing

On exit the majority of students, 91.1% (2013 -90.95%) were successfully reintegrated into schools, employment or vocational settings.

Student destination data indicates:

91%Returned to school, alternate settings, TAFE (3% of the 91% returned to other hospital/school programs)

0.00% Employment

3%.....Out of School/unemployed

6%.....Unknown

The school exceeded its target of 90% reintegration on exit.

Data collected in 2014 which tracked students six months post exit from the Child Inpatient Program and all the Outpatient programs indicated that 89% of students were enrolled in schools . Eighty percent of these students were attending fulltime.

The data provides an important success indicator in that students who are clients of CAMHS and therefore receiving support at the tertiary level of mental health care have been successfully reintegrated into their schools or communities.

All students on reintegration continue to be supported by teachers through outreach work.

High reintegration rates can be attributed to the collaborative nature of the work of teachers liaising with a number of partners such as CAMHS, base schools and community agencies.

A Professional Development Program which has teachers facilitating PD to schools regarding student management, has worked towards raising the profile of the Austin School as well as increasing teachers' expertise in providing an educational intervention program to support students with social and emotional needs.

Whilst the Parent Opinion Survey has not been included, parental satisfaction lies in the fourth quartile. Results against all categories rate the school highly whilst comments volunteered as part of the survey process provide testament to the outstanding work of teachers in supporting student well being and the successful reintegration into schools and vocational pathways.

Productivity

The school has limited geographical scope for extending its services. Located on Austin Hospital grounds, space is at a premium. Additional programs which could respond to the ever-growing demand for support from schools are not able to be developed given the historic approach to providing on site educational intervention for clients of CAMHS. Looking to the future, the school may need to explore off site outreach support to schools to meet this demand. The school however operates similarly to a Full Service School model. Teachers work as part of a multi-disciplinary team with CAMHS clinicians whilst the Principal works with the CAMHS Executive to progress the Health and Educational Strategic Plans.

For more detailed information regarding our school please visit our website at
<http://www.austinschool.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

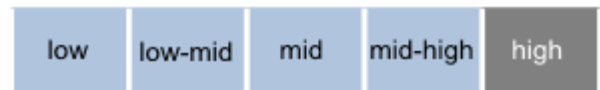
School Profile

School Enrolments

A total of 0 students were enrolled at this school in 2014, 0 female and 0 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



How to read the Performance Summary

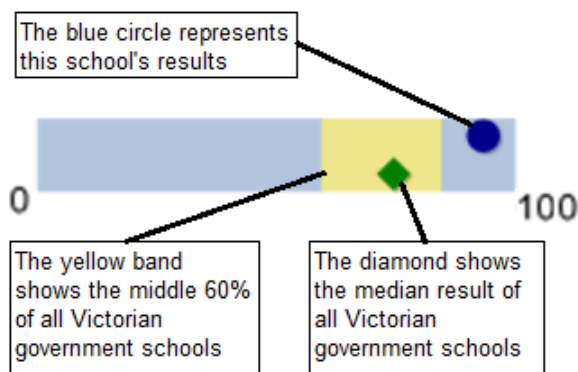
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

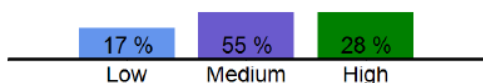
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,966,052
Government Provided DE&T Grants	\$155,568
Government Grants Commonwealth	\$337
Revenue Other	\$26,598
Locally Raised Funds	\$180
Total Operating Revenue	\$2,148,736

Funds Available	Actual
High Yield Investment Account	\$5,516
Official Account	\$9,954
Other Accounts	\$631,196
Total Funds Available	\$646,665

Expenditure	
Student Resource Package	\$1,760,637
Books & Publications	(\$375)
Communication Costs	\$4,066
Consumables	\$26,553
Miscellaneous Expense	\$28,171
Professional Development	\$27,951
Property and Equipment Services	\$80,682
Salaries & Allowances	\$42,672
Trading & Fundraising	\$2,358
Travel & Subsistence	\$28,528
Utilities	\$8,675

Financial Commitments	
Operating Reserve	\$36,917
Capital - Buildings/Grounds incl SMS<12 months	\$30,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds incl SMS>12 months	\$339,748
Maintenance -Buildings/Grounds incl SMS>12 months	\$100,000
Total Financial Commitments	\$646,665

Total Operating Expenditure **\$2,009,919**

Net Operating Surplus/-Deficit **\$138,817**

Asset Acquisitions **\$0**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

The School's operating revenue of \$2 148 736, included the Student Resource Package (SRP), DET grants, bank interest and locally raised funds from the sale of art work. Our Operating Expenditure was \$ 2, 009, 919. A surplus of \$138 817 was due to the school having a SRP surplus from the previous year and reducing the costs of casual relief teachers and property/ equipment services. Property/ Equipment services included leased equipment, contract cleaning, building & grounds works. Miscellaneous expenses included excursions, insurance, affiliations, first aid materials, administration and CRT Service Providers. Financial commitments include repairs to the tennis court, painting of the school, removal of asbestos, landscaping and renovations to the staffroom. The school is intending to upgrade the school vehicles and replace the art room with a portable. The Austin school is in a very healthy financial position.